

EYFS Reception Long Term Curriculum plan

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People who help us.	Festivals	Traditional Tales	Farm	Africa	Ocean
Key Texts	This is What I Want To Be by Fattah Razaq 	Cake by Sue Hendra 	Goldilocks and The Three Bears 	Farmer Duck by Martin Waddell 	Rumble in the Jungle by Giles Andreae 	Commotion in the Ocean by Giles Andreae 
Non – Fiction Key Text	What Can You See in the Autumn 	Diwali 	Chinese New Year by Nancy Dickmann  What Can You See in Winter? By Sian Smith 	A chicken's Life by Acorn/Raintree  What Can You See in Spring? (Seasons) by Sian Smith 	Big Picture Atlas by Usbourne 	What Can You See in Summer? By Sian Smith 

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<p>Other Titles</p>	<p>The Tiger Who Came to Tea by Judith Kerr</p>  <p>When We Grow Up by Melanie Walsh</p> 	<p>Room on The Broom by Julia Donaldson</p>  <p>Father Christmas Needs a Wee by Nicholas Allan</p> 	<p>The Three Billy Goats Gruff</p>  <p>Maisy's Chinese New Year by Lucy Cousins</p> 	<p>The Little Red Hen</p>  <p>The Enormous Turnip</p> 	<p>Walking Through The Jungle by Julie Lacombe</p>  <p>We're going on a lion hunt by David Axtell</p> 	<p>Somebody Swallowed Stanley by Sarah Roberts</p> 
<p>Key Rhyming Texts</p>	<p>Stick Man by Julia Donaldson</p>	<p>Room on the Broom by Julia Donaldson</p>	<p>Each Peach Pear Plum by Janet Ahlberg</p>	<p>My House is a Squash and a Squeeze by Julia Donaldson</p>	<p>Monkey Puzzle by Julia Donaldson</p>	<p>Commotion in the Ocean by Giles Andreae</p>
<p>Other texts</p>	<p>Little Acorn by Melanie Joyce</p> <p>Chapatti Moon by Pippa Goodhart</p>	<p>Meg and Mog by Helen Nicoll</p> <p>The Nativity Story</p>	<p>Elves and The Shoemaker</p> <p>Little Red Riding Hood</p>		<p>A Butterfly's life</p>	<p>The Teddy Bear's Picnic by Jimmy Kennedy</p> <p>The Sports Day by Nick Butterworth</p>

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						Rock Pooling – Children’s sharing book. Big Book of Blue
Role Play and Small World	Home Corner – Butterflies Dentist – Ladybirds Village Small World including People who help us.	Birthday/Christmas home - Butterflies Party Shop - Ladybirds Nursery rhyme small world – 5 current buns, ten fat sausages sizzling in a pan, 10 in a bed, 5 little ducks, 5 little men in a flying saucer.	Goldilocks and the Three Bears house (enhanced by other fairy tales). – Butterflies Chinese House - Butterflies Shoe shop – Ladybirds Traditional Tales small world	Farm Shop (Selling fruits and vegetables) - Butterflies Working Farm (Being a farmer, looking after animals) - Ladybirds Farm small world.	African Hut - Butterflies Airport - Ladybirds African Animals / Jungles Small World	Under The Sea - Butterflies Cafe - Ladybirds Ocean/Rock pool.
Outdoor Role Play	Asda	Witches and Wizards house/Santa’s Workshop	Builders Yard	Garden Centre	Explorers Cabin	Ice Cream Parlour/Seaside Shop
Communication and Language						
Listening, Attention, Understanding Skills	To sit appropriately and listen to the person talking. (Au1) To engage in story times. (Au1) To listen to peers and adults in their play and respond appropriately. (Au1)	To listen and respond to the person talking. (Au2) To respond to fiction and non-fiction books. (Au2)	To listen and respond to peers and adults in their talk partners. (Sp1)	To demonstrate an understanding by responding with comments. (Sp2)	To listen and respond to peers and adults in whole-class situations. (Su1)	To demonstrate an understanding by responding with questions. (Su2) To listen and respond to adults in whole-school situations. (Su2)

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Listening, Attention, Understanding Knowledge	<p>To know to sit on their bottom with legs crossed and hands on knees.</p> <p>To know to look at the person who is talking.</p> <p>To know that story time is a time to listen to a book read by an adult.</p>	<p>To know to be quiet when someone else is talking.</p> <p>To know to look with their eyes and body at the person talking.</p> <p>To talk about the book 'Cake' and 'Celebration Food.'</p>	<p>To know how to engage in a two-way conversation.</p>	<p>Be able to comment on what others are talking to them about eg the chicks hatching and what they see on the farm visit explaining what they understand.</p>	<p>To know to use their developed listening skills in whole class situations to listen to key texts 'Rumble in the Jungle' and The Atlas and comment on these.</p>	<p>To know how to ask questions about Sea Creatures after reading key texts – Commotion in The Ocean</p> <p>To know to use their listening skills in celebration to listen to the speaker and their peers.</p>
Speaking Skills	<p>To talk about themselves to others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To talk about their favourite book. (Au1)</p>	<p>To make comments about their observations and experiences. (Au2)</p> <p>To talk about similarities and differences between different festivals. (Au2)</p> <p>To be able to generate five words for a simple semantic link e.g. things to eat. For example, play give me five. (Au2)</p>	<p>To begin to talk about why things happen using new vocabulary learnt. (Sp1)</p> <p>To use full sentences to talk about past and present experiences. (Sp1)</p>	<p>To describe familiar texts using full sentences. (Sp2)</p> <p>To use full sentences to talk about past, present and future experiences. (Sp2)</p> <p>To ask why things happen and begin to offer explanations. (Sp2)</p>	<p>To compare two contrasting countries using full sentences. (Su1)</p>	<p>To be able to give facts about a specified subject. (Su2)</p> <p>To be able to express ideas in larger group. (Su2)</p>
Speaking Knowledge	<p>To know who they live with and be able to tell an adult or peer.</p> <p>To know simple songs to sing at story and rhyme time</p> <p>To know what their favourite book is and communicate this to a peer or adult explaining what they like about the book.</p>	<p>To learn to talk about what they have observed and experience linked to the topic Festivals, birthdays, Diwali, Bonfire Night Halloween and Christmas.</p> <p>To know that Diwali and bonfire night both have fireworks.</p> <p>To know that Christmas is celebrated by Christians and</p>	<p>To know why things happen using their new vocabulary water can turn to ice when it is freezing.</p> <p>To know how to use a full sentence to talk about past events linked to talking about Chinese New Year once celebrated in school.</p>	<p>To know how to speak in full sentences to talk about what happens in Farmer Duck eg 'Farmer duck is lazy'</p> <p>To know how to speak in full sentences to talk about the farm visit inclusive of before going - future , at the farm – present and after past.</p> <p>To know to ask questions to find things out eg why does</p>	<p>To know how to speak in full sentences to compare Rossington and Africa– linked to key texts.</p>	<p>To know facts about oceans.</p> <p>To know to share their ideas about what under the sea looks like with a group of peers.</p>

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		<p>Diwali is celebrated by Hindus.</p> <p>To know and name five things linked to birthdays, Halloween, Diwali, Christmas and the Nativity.</p>		<p>the chick get big, linked to key text and life cycle of chicks in school.</p>		
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Personal, Social and Emotional Development

Self-Regulation Skills	<p>To begin to understand different feelings. (Au1)</p> <p>To understand the rule and routines of their new class. (Au1)</p> <p>To begin to wait for their turn when playing with a peer (Au1)</p> <p>To listen to and follow a simple instruction. (Au1)</p> <p>To listen adults in their play. (Au1)</p>	<p>To understand different feelings (Au2)</p> <p>To wait for their turn and begin to control immediate impulses when playing with a peer (Au2)</p> <p>To listen and respond to adults when playing (Au2)</p> <p>To listen to and follow a 2 part instruction (Au2)</p> <p>To begin to recognise when their peers are upset and help them, e.g. get a teddy for them. (Au2)</p>	<p>To begin to understand feelings of others (Sp1)</p> <p>To begin to wait for their turn when playing in a small group (Sp1)</p> <p>To begin to calm themselves if upset – breathing techniques in and out on fingers. (Sp1)</p>	<p>To understand the feeling of others (Sp2)</p> <p>To wait for their turn and begin to control immediate impulses when playing in a group. (Sp2)</p>	<p>To use given strategies to regulate behaviour (Su1)</p> <p>To begin to wait for their turn when in a whole class situation (Su1)</p> <p>To be able to solve a conflict with a friend, e.g. by sitting on the solutions mat and talking about what has happened. (Su1)</p>	<p>To understand that people need help. (Su2)</p> <p>To wait for their turn and begin to control immediate impulses when in a whole class situation.</p>
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Self-Regulation Knowledge	<p>To know they can feel different emotions, happy, sad, worries, cross, excited, nervous.</p> <p>To know the 6 golden rules: We are honest, we work hard, we listen, we are kind and helpful, we look after property, we are gentle.</p> <p>To know the class routines for transition points eg tambourine means tidy up, what do at home time, lunchtime and arrival.</p> <p>To know when playing with a peer they must wait their turn linked to continuous provision.</p> <p>To be able to listen to and follow simple instructions eg tidy up, wash hands, get coats.</p> <p>To know when playing they must listen to the adult speaking eg in provision adult may be commenting on child's play.</p>	<p>To know different feeling and how it affects our bodies</p> <p>To know the signs of a peer feeling upset, change in facial expressions, body language and communication and comfort their peer eg getting a teddy, an adult, or playing with them.</p> <p>To know while waiting for their turn with a peer they must do so calmly.</p> <p>To know to listen to an adult when playing in provision and respond to what an adult is saying eg if an adult comments on a model they have made children will offer further information about the model.</p> <p>To learn to follow a 2-part instruction eg open your books and get a pencil in RW!</p>	<p>To know they can use the solutions mat to talk about theirs and others feelings with a peer.</p> <p>To know when playing in a small group in the provision areas they must wait their turn for resources and turns.</p> <p>To know if they are upset an adult can help them find a way to calm themselves by going on the solutions mat, hugging a teddy, breathing in and out along their fingers.</p>	<p>To know other people have feelings through hot seating linked to characters in key texts.</p> <p>To know while waiting for their turn with a group they must do so calmly.</p>	<p>To know ways to calm themselves by using strategies such as hugging a teddy, reflecting on the solutions mat, walking away, breathing</p> <p>To know to wait for their turn in a whole class situation.</p> <p>To know the solutions mat is an area you may sit with a friend and resolve conflicts.</p>	<p>To know people need help by taking part in charity events at school and linked to the topic oceans and saving the oceans.</p> <p>To know to while waiting for their turn in a whole class situation to do so calmly.</p>
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<p>Managing Self Skills</p>	<p>To be confident to choose an activity with adult support if needed. (Au1)</p> <p>To understand and follow the golden rules (Au1)</p> <p>To independently use the toilet and wash hands (Au1)</p> <p>To understand how to look after my teeth. (Au1)</p>	<p>To be confident to choose an activity independently (Au2)</p> <p>To understand how to make the right choice according to the golden rules – ongoing (Au2)</p> <p>To be able to zip their coat up (Au2)</p>	<p>To adapt to new changes in the routine. (Sp1)</p> <p>To understand the consequences of not making the right choices – ongoing (Sp1)</p> <p>To take socks and shoes off for PE (Sp1)</p>	<p>To undress and dress for PE – ongoing (Sp2)</p> <p>To understand the importance of keeping my body active (Sp2)</p>	<p>To try new foods To understand there are healthy and unhealthy foods (Su1)</p>	<p>To confidently take part in new activities. (Su2)</p> <p>To show confidence helping younger children who are new in the classroom. (Su2)</p>
<p>Managing Self Knowledge</p>	<p>To know the areas of the classroom and select an area to play in an adult may support by using concrete objects, visuals, physically taking the child to area, narrowing the choice of areas.</p> <p>To know what the golden rules mean. Eg be honest meant to tell the truth all the time.</p> <p>To know how to use the toilet to know when and how to wash hands.</p> <p>To know how and when to brush my teeth to know sugary foods/ drinks are bad for my teeth.</p>	<p>To be able to select an area to play in independently.</p> <p>To know good choices linked to the golden rules.</p> <p>Know how pull a zip up.</p>	<p>To know how to work in different groups eg RWI groups</p> <p>To know there are consequences to not following the golden rules eg time out, making people feel sad.</p> <p>To know how to take shoes and socks off when doing PE.</p>	<p>To know how to take their clothes off and put them back on – during PE sessions.</p> <p>To know that is important to keep healthy by being active link to PE, cosmic yoga, clubs.</p>	<p>To know what healthy and unhealthy foods are. Eg fruit, milk are healthy pop and sweets are unhealthy.</p>	<p>To confidently take part in Sports day</p> <p>To be able to help younger children in the outdoor area e.g to tidy, to build or climb.</p>
<p>Building Relationships Skills</p>	<p>To build bonds with peers and year group adults (Au1)</p> <p>To understand everyone has similarities and differences (Au1)</p>	<p>To be able to play with a peer taking turns (Au2)</p> <p>To demonstrate friendly Behaviour towards peers and adults in class. (Au2)</p>	<p>To be able to play in a small group taking turns. (Sp1)</p> <p>To describe characteristics of a good friend (Sp1)</p> <p>To be tolerant of people's difference.</p>	<p>To understand how to be a good friend. (Sp2)</p>	<p>To demonstrate being a good friend. (Su1)</p> <p>To understand what it means to be kind. (Su1)</p>	<p>To able to work in a large group taking turns (Su2)</p> <p>To be sensitive to the needs of others. (Su2)</p>

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		To be able to cooperate with others. (Au2)	(Sp1)			
Building Relationships Knowledge	To know the children and adults in my year group. .To know what is the same and what is different compared to their friends. E.g. I have a dog my friend does not.	To know how to take turns with a peer when playing in the provision areas To be friendly through greetings, gestures, facial expressions and talk to peers and adults in my class.	To know how to take turns to play with their peers in provision areas e.g. role play how is using the oven To know a good friend is kind and gentle. To know that it is okay for people to be different eg some people believe in Go some believe in Allah some do not believe - ongoing.	To know how to be a good friend I must be kind and gentle to others – linked to golden rules and link to key texts.	To show kindness to their peers and be gentle with their peers – linked to golden rules. To know that being kind is saying and doing nice things to others, using smiles and manners.	To know how to work in a large group and take turns. To know other people may need more / less support from their peers and adults and that is ok eg a child in a wheel chair my need me to hold the door open.
PSED/Health and Self-Care/ SMSC/British Values/RSE/ Safeguarding PSHE Activities	Jigsaw PSHE: Being Me in My World Who...me?! I understand how it feels to belong and that we are similar and different How am I feeling today? I can start to recognise and manage my feelings Being at school I enjoy working with others to make school a good place to be Gentle hands I understand why it is good to be kind and use gentle hands Our rights I am starting to understand children's rights, and this means we should all be allowed to learn and play Our responsibilities I am learning what being responsible means	Jigsaw PSHE: Celebrating Difference What am I good at? I can identify something I am good at and understand everyone is good at different things I'm Special, I'm Me! I understand that being different makes us all special Families I know we are all different but the same in some ways Houses and Homes I can tell you why I think my home is special to me Making Friends I can tell you how to be a kind friend Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind	Jigsaw PSHE: Dreams and Goals Challenge I understand that if I persevere, I can tackle challenges Never giving up I can tell you about a time I did not give up until I achieved my goal Setting a goal I can set a goal and work towards it Obstacles and support I can use kind words to encourage people Flight to the future I understand the link between what I learn now and the job I might like to do when I am older Footprint awards I can say how I feel when I achieve a goal and know what it means to feel proud	Jigsaw PSHE: Healthy Me Everybody's body I understand that I need to exercise to keep my body healthy We like to move it, move it! I understand how moving, and resting are good for my body Food, glorious food I know which foods are healthy and not so healthy and can make healthy eating choices Sweet dreams I know how to help myself go to sleep and understand why sleep is good for me Keeping clean I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Stranger danger	Jigsaw PSHE: Relationships My family and me! I can identify some of the jobs I do in my family and how I feel like I belong Make friends, make friends, never ever break friends' part 1 I know how to make friends to stop myself from feeling lonely Make friends, make friends, never ever break friends' part 2 I can think of ways to solve problems and stay friends Falling out and bullying part 1 I am starting to understand the impact of unkind words Falling out and bullying part 2 I can use calm me time to manage my feelings Being the best friends, we can be	Jigsaw PSHE: Changing Me My body I can name parts of the body Respecting my body I can tell you some things I can do and foods I can eat to be healthy Growing up I understand that we all grow from babies to adults Fun and fear's part 1 I can express how I feel about moving to Year 1 Fun and fear's part 2 I can talk about my worries and/or the things I am looking forward to about being in Year 1 Celebration I can share my memories of the best bits of this year in Reception

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				I know what a stranger is and how to stay safe if a stranger approaches	I know how to be a good friend	
Safeguarding/ British Values	<p>Golden Rules</p> <p>Explore the question – who can I talk to at school?</p> <p>Personal Hygiene (handing washing, toileting etc)</p> <p>Explore the question – what to do in an emergency?</p> <p>Harvest Festival</p> <p>Donating food to the food bank</p> <p>McMillan Coffee Morning</p> <p>Eco-Warriors</p> <p>Black History Month</p>	<p>Safety on Bonfire Night</p> <p>Being safe around fire</p> <p>Fire Drills</p> <p>Anti-Bulling Week – being kind to others</p> <p>Black History Month</p> <p>Celebration Assembly</p> <p>Resilience</p> <p>Tasting British food and food from other cultures.</p> <p>Shoe box appeal</p> <p>Remembrance Day</p> <p>Road Safety</p>	<p>Internet Safety</p> <p>Keeping safe around strangers</p> <p>Celebration Assembly</p> <p>Tolerance</p>	<p>Explore the question – what do you do if you get lost?</p> <p>Right and wrong – telling the truth</p> <p>The Big Talk</p> <p>Celebration Assembly</p> <p>Mothering Sunday</p> <p>Easter Day</p> <p>International Women’s Day</p>	<p>Rules for working as a team</p> <p>St. Georges Day</p> <p>Green week</p> <p>Celebration Assembly</p> <p>Courage</p> <p>Walk to School week</p>	<p>Looking after our community (recycling etc)</p> <p>Sun Safety</p> <p>Keeping safe at the seaside</p> <p>Water safety</p> <p>Democracy</p> <p>Healthy eating week</p> <p>Father’s Day</p>

Physical Development

<p>Reception Skills</p> <p>Gross Motor Skills</p>	<p>Uses a knife and fork to cut independently</p> <p>(Au1)</p>	<p>Puts on all-in-one suit independently.</p> <p>(Au2)</p>	<p>Perform a leap.</p> <p>(Sp1)</p>	<p>Takes off clothes for PE independently, may need help dressing.</p> <p>(Sp2)</p>	<p>To climb safely on the climbing box.</p> <p>(Su1)</p>	<p>Undresses and dressed for PE independently, may need help with buttons.</p> <p>(Su2)</p>
	<p>I can make independent choices.</p> <p>(Au1)</p>	<p>I am confident to try new challenges, deciding on the skills I use to complete the task.</p> <p>(Au2)</p>	<p>I am confident to try new challenges and perform in front of others.</p> <p>(Sp1)</p>	<p>I am confident to try new challenges.</p> <p>(Sp2)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Su1)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Su2)</p>
	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Au1)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Au2)</p>	<p>I can combine movements, selecting actions in response to the task.</p> <p>(Sp1)</p>	<p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>(Sp2)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Su1)</p>	<p>I follow instructions involving several ideas or actions.</p> <p>(Su2)</p>
	<p>I follow instructions involving several ideas or actions.</p> <p>(Au1)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Au2)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Sp1)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Sp2)</p>	<p>I can confidently and safely use a range of large and small apparatus.</p> <p>(Sp2)</p>	<p>I follow instructions involving several ideas or actions.</p> <p>(Su1)</p>

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	<p>I play co-operatively and take turns with others.</p> <p style="text-align: center;">(Au1)</p> <p>I understand the rules and can explain why it is important to follow them.</p> <p style="text-align: center;">(Au1)</p> <p>I use movement skills with developing balance and co-ordination</p> <p style="text-align: center;">(Au1)</p>	<p>I follow instructions involving several ideas or actions.</p> <p style="text-align: center;">(Au2)</p> <p>I play co-operatively, take turns and congratulate others.</p> <p style="text-align: center;">(Au2)</p> <p>I play games honestly with consideration of the rules.</p> <p style="text-align: center;">(Au2)</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p style="text-align: center;">(Au2)</p> <p>I use movement skills with developing balance and co-ordination.</p> <p style="text-align: center;">(Au2)</p>	<p>I show respect towards others when providing feedback.</p> <p style="text-align: center;">(Sp1)</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p style="text-align: center;">(Sp1)</p>	<p>I follow instructions involving several ideas or actions.</p> <p style="text-align: center;">(Sp2)</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p style="text-align: center;">(Sp2)</p> <p>I work co-operatively with others and take turns.</p> <p style="text-align: center;">(Sp2)</p>	<p>I persevere when trying new challenges.</p> <p style="text-align: center;">(Su1)</p> <p>I play ball games with consideration of the rules.</p> <p style="text-align: center;">(Su1)</p> <p>I play co-operatively and take turns with others.</p> <p style="text-align: center;">(Su1)</p> <p>I use ball skills with developing competence and accuracy.</p> <p style="text-align: center;">(Su1)</p>	<p>I play co-operatively, take turns and encourage others.</p> <p style="text-align: center;">(Su2)</p> <p>I play games honestly with consideration of the rules.</p> <p style="text-align: center;">(Su2)</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p style="text-align: center;">(Su2)</p> <p>I use ball skills with developing competence and accuracy.</p> <p style="text-align: center;">(Su2)</p> <p>I use movement skills with developing balance and co-ordination.</p> <p style="text-align: center;">(Su2)</p>
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See Get Set 4 PE planning

Reception Knowledge Gross Motor Skills						
Reception Skills Fine Motor Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to use anticlockwise movement and retrace vertical lines (Au1)</p> <p>To form some recognisable letters. (Au1)</p> <p>To use a knife and a fork to eat, with support if needed. (Au1)</p> <p>To be able how to hold a pair of scissors correctly (Au1)</p> <p>To begin to hold a pencil using the tripod grip (Au1)</p>	<p>To begin to form recognisable letters which are formed mostly correctly. (Au2)</p> <p>To be able to follow straight lines accurately when cutting. (Au2)</p> <p>To copy triangles, squares and other geometric shapes when drawing with a pencil. (Au2)</p>	<p>To hold a pencil using the tripod grip (Sp1)</p> <p>To be able to follow straight and curved lines when cutting (Sp1)</p> <p>To use a knife and a fork to eat independently. (Sp1)</p>	<p>To effectively use a knife and fork (Sp2)</p> <p>To be able to cut round shapes (Sp2)</p> <p>To cut carefully around simple shapes using scissors. (Sp2)</p> <p>Completes jigsaws with twenty pieces or more. (Sp2)</p>	<p>To be able to use scissors effectively (Su1)</p> <p>To thread a needle. (Su1)</p>	<p>To effectively use a knife and fork (Su2)</p> <p>To form most letters correctly. (Su2)</p> <p>To show accuracy and care when drawing. (Su2)</p> <p>To trace with detail. (Su2)</p> <p>To thread a needle and make simple stitches. (Su2)</p>
Fine Motor Skills Knowledge	<p>To know which hand to write with.</p> <p>To know how to trace circles in an anti-clockwise direction and vertical lines linked to morning activities.</p>	<p>To know how to follow straight lines when cutting linked to morning activities</p> <p>To know how to draw geometric shapes linked to maths (exploring pattern) and morning activities</p>	<p>To know how to hold a pencil using tripod grip.</p> <p>To know how to follow a curved line when cutting with scissors linked to morning activities.</p> <p>To know how to stab food with the fork and to use a</p>	<p>To know how to use a knife and fork to eat my lunch with ease.</p> <p>To know how to cut around shapes with scissors linked to morning activities.</p> <p>To know to complete a jigsaw puzzle by fitting pieces</p>	<p>To know how to use scissors to cut various materials and shapes linked to cut and stick provision.</p> <p>To push and pull a piece of thread through the eye of a child's needle.</p>	<p>To know how to form letters correctly following the RWI guidance.</p> <p>To know how to use a knife and fork correctly and independently.</p> <p>To know to push and pull a piece of thread through the eye of a child's needle and</p>

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	<p>To know how to write the letters in their name, using their name card to copy.</p> <p>To know how to hold a pencil in the tripod grip.</p> <p>To know how to trace lines linked to morning activities.</p> <p>To know to hold cutlery on the handles.</p> <p>To know how to hold scissors correctly, with their thumb nail pointing up to the ceiling.</p>		<p>sawing motion with a knife to cut food with support</p>	<p>together following the picture linked to morning activities.</p>		<p>make simple stitches on a piece of fabric by pushing and pulling the needle through the fabric. – linked to sea creatures / oceans.</p> <p>To know to take their time and look for details when drawing a picture of a sea creature.</p> <p>To know when tracing a picture of a sea creature to trace outline and inner details.</p> <p>To know how to hold a knife and fork and use them to eat.</p> <p>To know how to use scissors to cut.</p>
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Literacy

Comprehension Skills	<p>Listens to familiar stories and non-fiction books making simple comments about them. (Au1)</p> <p>To able to recall some facts from non-fiction texts. (Au1)</p> <p>To re-tell a story in order. (Au1)</p> <p>To identify book features; author, illustrator, title, contents page, blurb, page numbers. (Au1)</p>	<p>To re-tell a story in order, in their own words. (Au2)</p> <p>To predict key events in stories. (Au2)</p>	<p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p> <p>To discuss the character's actions, feeling and motives in familiar stories. (Sp1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play (Sp1)</p>	<p>To re-tell a story in order, using key vocabulary from the book. (Sp2)</p>	<p>Listens to poems and rhymes and talks about their meaning. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p>	<p>To discuss the book in greater depth. (Su2)</p>
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Comprehension Knowledge	<p>Knows what happens in the key texts, beginning, middle, end, who the characters are and where the story is set.</p> <p>To know and tell a peer or adult three facts about Autumn.</p> <p>To be able to retell key text, The Tiger Who Came To in the correct order.</p> <p>To be able to comment on Key Texts Autumn and Tiger Who Came to tea.</p> <p>To know the features of books, author – person who writes the book, illustrator person who does the pictures for the book, title – what the book is called, blurb – on the back an overview of the story, front cover, contents page, look at these on key texts and at story time.</p>	<p>To know the key text ‘Cake’ use the play tray resources of the story to retell the story in their play using their own words.</p> <p>To know they can consider what has happened in a story eg Room on The Broom, who is in the story to think about what might happen at the end.</p>	<p>To know that they can think about what has happened in a story, who is in the story to work out what might happen next at various parts throughout the story using key texts – traditional tales ‘Goldilocks’.</p> <p>To know how the character is feeling, why they behaved as they did and their motives by hot seating characters from key texts (Goldilocks’, 3 Billy Goats Gruff) and responding to letters from characters in key texts.</p> <p>To know new vocabulary – chopsticks, noodles from the key text and use these in role play area.</p> <p>To know the key vocabulary Goldilocks and The Three Bears and use this in role play eg describing the beds, chairs and porridge.</p>	<p>To know the correct vocabulary to use eg chick, beak, egg, crack, hatch, hen when retelling the life cycle of a chick and Farmer Duck.</p>	<p>To know that rumble in the jungle is a poem describing different animals.</p> <p>To know key vocabulary learnt relating to Africa and use this in their role play African Hut.</p>	<p>To know they can express their thoughts about key texts, discussing character, settings feelings, likes, dislikes, and comparing similarities and differences between key texts over the year.</p>
Word Reading Skills	<p>To identify taught sounds on a sound mat. (Au1)</p> <p>To discuss stories using pictures. (Au1)</p> <p>(According to RWI Group A/B)</p>	<p>To identify initial sounds and blend familiar CVC words. (Au2)</p> <p>To be able to read all Set 1 sounds. (Au2)</p> <p>To blend sounds into words orally. (Au2)</p> <p>(According to RWI Group B/C)</p>	<p>Identifying taught sounds, including taught digraphs on a sound mat. (Sp1)</p> <p>Recognise some taught tricky words in a text. (Sp1)</p> <p>(According to RWI Group C / Ditties)</p>	<p>To be able to read short ditties using the sounds they know. (Sp2)</p> <p>(According to RWI Ditties / Red)</p>	<p>Recognise taught tricky words in a text. (Su1)</p> <p>(According to RWI Green/Purple)</p>	<p>To read simple sentences in books that are consistent with their phonic knowledge. (Su2)</p> <p>Is able to read Green or Purple Storybooks (Su2)</p> <p>(According to RWI Green / Purple)</p>

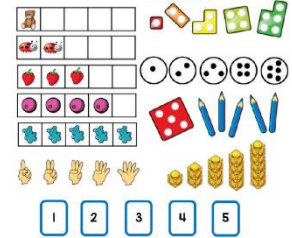
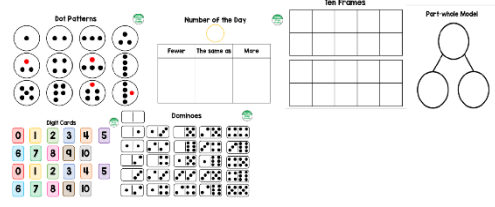
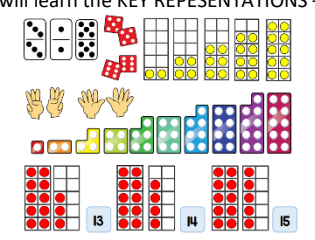
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Word Reading Knowledge	<p>Knowing what the taught sounds look like pointing to them on a RWI mat.</p> <p>To know that pictures tell a story and talk about what is happening in the pictures, using books read in class and books read with adults.</p>	<p>To know all set 1 sounds by sight.</p> <p>To know orally blending sounds together you can make a word including familiar CVC words.</p> <p>To hear and say the initial start sound of words.</p>	<p>Knowing what the taught sounds, including digraph by pointing to them on a RWI mat.</p> <p>To know that tricky words need to be recognised by sight.</p>	<p>To know how to segment and blend written words in simple phrases/ sentences linked to their phonics knowledge.</p>	<p>To recognise and read a tricky word that is written in a book.</p>	<p>To know how to read a simple sentence, pausing at full stops, reading tricky words by sight and using Fred In Head or Fred talk for unfamiliar words.</p>
Writing Skills	<p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p> <p>To be able to write some letters accurately. (Au1)</p> <p>To write first name. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>To spell CVC words they already know using Fred fingers. (Au2)</p>	<p>To hold a phrase and to write a short, simple phrase. (Sp1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</p>	<p>To hold a sentence and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p>	<p>To hold a sentence and write a short, simple sentence. (Su1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su1)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (Su1)</p>	<p>To write simple phrases/ sentences using the sounds they know, that can be read by other people. (Su2)</p> <p>Forms most letters correctly. (Su2)</p>

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Writing Knowledge	<p>To know the initial sounds in familiar words and write these correctly using a RWI sound mat for support – link to writing about who lives in their house, my family.</p> <p>To know how to write their first name, practised in morning activities.</p>	<p>To know the sounds in CVC words by using Fred Fingers to say the sounds.</p> <p>To know to use the RWI sound mat for sound grapheme correspondence and to support writing the sounds correctly to complete cvc words linked to the key texts.</p>	<p>To know the sounds in cvc words and cvcc words. E.g. red, bed, trip, trap.</p> <p>To know to repeat a given phrase in order to hold it. For example when using MTYT.</p> <p>To know to use sound grapheme correspondence to write words in phrases.</p> <p>To know to write from left to right.</p> <p>To know to leave spaces between words in phrases.</p>	<p>To know the sounds in cvc words and cvcc words, e.g. hen, chick, duck, pigs.</p> <p>To know to repeat a given sentence in order to hold it.</p> <p>To know to use sound grapheme correspondence to write words in sentences.</p> <p>To know to write from left to right.</p> <p>To know to leave spaces between words in sentences</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To know where the digraphs and taught phonemes are on the RWI sound mat.</p>	<p>To know the sounds in cvc words and cvcc words, e.g.g hot, sun, hunt, grass.</p> <p>To know to repeat a given sentence in order to hold it.</p> <p>To know to use sound grapheme correspondence to write words.</p> <p>To know to write from left to right.</p> <p>To know to leave spaces between words in sentences.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To know where the digraphs and taught phonemes are on the RWI sound mat.</p> <p>To know to read through written work in literacy books and make amendments if needed.</p>	<p>K</p> <p>To know how to write the taught letters.</p> <p>To know how to write a simple phrase/ sentence using capital letters, finger spaces and a full stop so others can read it.</p>
	Mathematics					
Number (N) and Numerical Patterns (NP) Skills	<p>I can count objects/ actions and sounds knowing the cardinal number. (N)</p> <p>Link the number symbol (numeral) with its cardinal number (N)</p> <p>Can identify squares and rectangles from a variety of shapes they have already learnt. (NP)</p> <p>Recognise when objects match and explain why (NP)</p> <p>Can explain why some objects are the same/different and can sort them in more than one way.(NP)</p>	<p>I can subitise to 5. (N)</p> <p>Counts beyond 10. (N)</p> <p>Understands the ‘one more than/less than’ relationship between consecutive numbers. (N)</p> <p>Explores the composition of numbers to 10. (N)</p> <p>Can visually see heavier and lighter on a balance scale and complete their own balance scales to show heavier and lighter. (NP)</p>	<p>I can compare numbers. (N)</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (N)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than (N)</p> <p>Continue, copy, and create repeating patterns (NP)</p> <p>Selects, rotates, and manipulates shapes in order to develop spatial reasoning skills, (NP)</p>			

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		<p>Can recognise and show/create full, empty, nearly full and nearly empty. (NP)</p> <p>Can match pot sizes to the amount that they should hold, based on the understanding that the smallest pot holds the least and the biggest holds the most. (NP)</p> <p>Use whole numbers and begin to use halves as they recognise the quantity of ingredients needed. (NP)</p> <p>Compare the height and length of 3 objects. (NP)</p> <p>Can say the days of the week in the correct order. (NP)</p> <p>Can measure an object using cubes. (NP)</p> <p>Estimates how many actions they can perform in each time limit. (NP)</p>	<p>Composes and decomposes shapes so that they recognise a shape can have other shapes within it, just as numbers can same as the other quantity (NP)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (NP)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (NP)</p>
<p>Number (N) and Numerical Patterns (NP) Knowledge</p>	<p>Children will learn the KEY REPRESENTATIONS - Autumn</p>  <p>Children will learn where things go / language / days of the week – WRM Week 1 – 3 Getting to know me</p> <p>learn where positional daily routines /</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Match and sort (same/different/colour/size) - Compare amounts (equal/more/fewer) - Compare size mass and capacity (tall/tallest / big/little/short/shortest) - Exploring pattern – WEEK 4-6 – Just like me <p>Children will learn to :</p> <ul style="list-style-type: none"> - Represent 1,2,3 - compare 1, 2, 3, - compose 1, 2, 3 <p>- to recognise circles and triangles including their properties</p> <ul style="list-style-type: none"> - positional language <p>Recognise and create AB patterns</p> <p>WEEK 7-9 Its Me 1, 2, 3</p>	<p>Children will learn the KEY REPRESENTATIONS - Spring</p>  <p>Children will learn:</p> <p>What is 0</p> <p>To comparing and ordering numbers to 5</p> <p>The composition of 4 and 5</p> <p>To compare mass and Capacity</p> <p>WEEK 1-3 Alive in 5</p> <p>Children will learn to</p> <ul style="list-style-type: none"> Count amounts 6, 7, 8 Conceptually subitise 6, 7, 8 Order and compare numbers Find one more and one less Understand that a pair is 2. Combine two groups. <p>Use language to describe length, height, and breadth</p> <ul style="list-style-type: none"> Compare length and height. <p>Sequence events thorough out the day.</p> <p>Use time related vocab (yesterday, today, tomorrow)</p> <p>WEEK 4-6 Growing 6, 7, 8</p>	<p>Children will consolidate:</p> <ul style="list-style-type: none"> Subitising Comparing and ordering numbers Composition of numbers Counting quantities Sorting and matching <p>Children will learn the KEY REPRESENTATIONS – Summer</p>  <p>Children will learn to build and identify numbers 11 – 20</p> <ul style="list-style-type: none"> Identify patterns within representations 11 – 20 Count on and back from various starting points. Select and rotate shapes to fill given shapes. Weeks 1-3 20 and Beyond <p>Children will learn to:</p> <ul style="list-style-type: none"> Change the quantity for a group by adding more using first then now to describe the number sentence Change the quantity of a group by taking away using first, now then to describe the number sentence. Fit shapes together to create new shapes.

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	<p>Children will learn to: Represent numbers 1-5 Find one more and one less (subtraction and addition symbol) To recognise shapes with 4 sides (squares / rectangles) and know their properties To understands key times throughout the day eg breakfast is in the morning. WEEK 10-12 Light and Dark</p>	<p>Children will learn to Apply counting principles when counting forwards and backwards to 9 and 10 Represent 9 and 10 in different ways Conceptually subitise 9 and 10 Explore the composition of 9 and 10 Make comparisons of numbers up to 10 Compare numbers to 10 Number bonds to 10 Explore and manipulate 3D shapes Explore patterns that use items more than once in repeating patterns WEEK 7-9 Building 9, 10 - Children will learn to embed the skills above – weeks 9-10 Consolidation/ review</p>	<p>Weeks 4-6 First, Then Now Children will learn: Double means twice as many Share and group objects If a quantity can be shared equally, it is even number If a quantity cannot be shared equally it is an odd number Replicate models using positional language. Weeks 7-9 Find my Pattern Week 10-12 On the Move Children will learn to develop problem solving Explore relationships between numbers Explore relationships between patterns Extend repeating patterns Embed positional language</p>			
Vocabulary	<p>Same Different Days of the week colours Size Equal More Fewer Tall / tallest Short / shortest Full/ empty/ half full Big Little Circle triangle Rectangle Add Subtract / take away In, on, under, Infront, next to, behind</p>	<p>Compare Order Square rectnalge Capacity Pairs / Bonds Shape Pattern Length – longer/ long/ longest Height Yesterday. Today, tomorrow Group Pair Wide/ narrow</p>	<p>Double Even Odd Share Match</p>			
Understanding The World						
Past and Present Skills	<p>To sort photos into past and present. (Au1)</p> <p>To find similarities and differences to things that are in the past and now from the class text. (Au1)</p>	<p>To talk about a past experience. (Au2)</p> <p>To recognise a past event in a book. (Au2)</p>	<p>To recognise a past event in a book. (Sp1)</p> <p>To recognise a past event by identifying the setting in a book. (Sp1)</p>	<p>To name and talk about people who are special to them in our community. (Sp2)</p>	<p>To talk about a past experience, using full sentences. (Su1)</p>	<p>To talk about a past experience, using full sentences including conjunctions. (Su2)</p>

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	To name and talk about people who are special and, in our community, – ongoing. (Au1)	Talks about who is special to them in their immediate family. (Au2)				Talks about how the families of characters from a story are different from their own. (Su2)
Past and Present Knowledge	To know items from the past and present linked to the key text the Tiger Who Came to Tea eg boy on the bike and tesco van both deliver food, similarity but the difference is how much food and how far they can travel to deliver the food. To know who is special to us in our families, e.g. parents, grandparents, siblings, aunts, uncles and cousins. To know special people in our communities e.g. member of school community.	To know that a previous birthday or Christmas is in the past and talk about this event. To know books can tell us about events we have previously experienced e.g Room on the Broom Halloween . .To know someone in my family who is special to me	To know when an event has happened it is in the past. To know that an illustration can present a setting and this can show us the book was written in the past eg familiar texts Little Red Riding Hood, look at Grandma and her clothes. Are they different from what we might wear now?	To know there are people within the community, people who help me (doctors) or run clubs (coaches). To know I can go to those people who are special to me. To be able to talk about what they do.	To know to speak in full sentences using past tenses when talking about their walk through the jungle experience. – linked to literacy key text.	To know to speak in full sentences using past tenses and conjunctions when talking about our in school seaside day. To know all families are different by sharing of familiar texts and focussing on characters within the stories and comparing to their own.
People, Culture and Communities Skills	To talk about where they live. (Au1) To identify a map. (Au1) To describe features of where I live. (Au1) To look at an aerial view of the school setting and comments on what they notice.	To identify similarities and differences at special times between different religions. (Au2) To understand that people have different beliefs and celebrate special times in different ways. (Au2) To name similarities and differences between religions in different countries.	To identify similarities and differences at special times between different cultures. (Sp1) To identify a church and a mosque. To understand that a Church is an important place of worship for a Christian person and a Mosque is an important place of worship for a Muslim person (Sp1) Finds another country on the world map. (Sp1)	To be able to identify and name special people from religious groups. (Sp2)	To talk about similarities and differences between where we live and Africa. (Su1) To identify ways that different religions welcome people to their faith. (Su1)	To identify how Christians believe the world was created. (Su2) To identify some similarities between what a Muslim person believes and what a Christian person believes. (Su2) Names a place in the world that is different to Rossington. (Su2) To create their own simple map for someone else to follow.

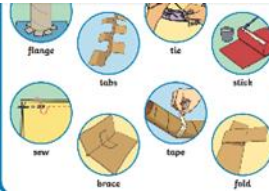
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						(Su2)
People, Culture and Communities Knowledge	<p>To know where they live and describe the places in it. Eg Rossington, it has an asda and a park, it has Raddy shop.</p> <p>To know what a map is. E.g. we can follow it to get to different places.</p> <p>To know I can use google earth to find Rossington and talk about what I can see.</p> <p>To know that Christian's have a special book called the Bible.</p> <p>To know that Muslims have a special book called the Quran.</p>	<p>To know how Christian's celebrate Christmas.</p> <p>To know how Hindu's celebrate Diwali.</p> <p>To know the similarities and differences between how Christmas and Diwali are celebrated.</p>	<p>To know what a mosque and a church is.</p> <p>To know which religions the special places, belong to.</p> <p>To know Chinese New Year has some similarities to Christmas - new clothes, giving presents family parties.</p> <p>To know that I can use google maps to locate the places of worship, e.g. Mosques in Doncaster and in Asia.</p>	<p>To know that Christians believe in Jesus and God.</p> <p>To know that Muslims believe in Prophet Mohammed and Allah.</p>	<p>To know ways that different religions welcome babies to their faith eg Christians through a Baptism and Muslims through rituals.</p> <p>To know where Africa is on a map.</p> <p>To know differences between Africa and Rossington eg the weather and homes.</p>	<p>To know the bible creation stories and those from the teachings of Islam and how these are similar eg creating man</p> <p>To know the ocean is different to Rossington.</p> <p>To know the features of our area to create a map for a friend to follow to lead them to our ocean role play.</p>
The Natural World Skills	<p>To draw a tree. (Aut1)</p> <p>To identify natural features of where I live. (Aut1)</p> <p>To predict how cake mixture will change when it is cooked in the oven. (Aut1)</p> <p>To name some key features of a plant and can name some plants. (Aut1)</p>	<p>To identify seasonal changes. (Aut2)</p> <p>To understand the effect of changing seasons on the natural world around them, including animals. (Aut2)</p>	<p>To draw a daffodil. (Sp1)</p> <p>Describe what they see, hear and feel whilst outside, including animals. (Sp1)</p> <p>To talk about how materials change. E.g. melting</p>	<p>To identify similarities and differences between a farm and Rossington. (Sp2)</p> <p>To predicts what will happen when the bread mixture is mixed together. (Sp2)</p>	<p>To draw a picture of an animal. (Su1)</p> <p>To draw a pineapple. (Su1)</p> <p>To identify similarities and differences between Africa and Rossington. (Su1)</p> <p>To identify seasonal changes. (Su1)</p>	<p>To identify similarities and differences between Rossington and the Ocean. (Su2)</p> <p>To identify seasonal changes. (Su2)</p> <p>To explain what happens to bread mixture when it is put in the oven. (Su2)</p> <p>To grow a plant from seed and explain how I did it. (Su2)</p>

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The Natural World Knowledge	<p>To know parts of a tree and draw these. E.g. bark, seeds, leaves.</p> <p>To know there are trees and grass in Rossington.</p> <p>To know cake mixture will become sponge when baked in the oven – link to Tiger Who came to tea baking.</p> <p>To know how to describe their environment by discussing what they see, hear and feel.</p>	<p>To know leaves fall off trees in Autumn and they change colour.</p> <p>To know animals will get cold in winter and will have to hibernate and store food to survive - link to animals in Room on the Broom home learning hedgehog house</p>	<p>To know the parts of a daffodil, stem, leaf, trumpet and petals and draw these.</p> <p>To know the changes that take place in Winter. To know it is cold in Winter, the trees are bare.</p> <p>To know that water freezes into ice.</p> <p>To identify animals we can hear while walking through the woods – linked to traditional tales.</p>	<p>To know the parts of a farm animals.</p> <p>To know the similarities and differences between a farm and Rossington.</p> <p>To know animals need food water and care to be healthy.</p> <p>To know when bread mixture is mixed together it becomes elastic.</p> <p>To know when bread mixture is put in the oven, the heat forces the dough to stretch and form a crust.</p>	<p>To know the parts of a African animal.</p> <p>To know the similarities and differences between Africa and Rossington e.g. animals and the environment – linked to key texts.</p> <p>To know signs of Spring using key texts seasons book.</p>	<p>To know the parts of a sea creature and draw them.</p> <p>To know differences and similarities between Rossington and the Ocean.</p> <p>To know the changes that take place in Summer ice melts, it is hot, using the key text summer book.</p> <p>To know that ice melts into water.</p> <p>To know to grow a plant you need to plant the seed in compost, water it and put it in sunlight.</p>
Expressive Arts and Design						
Artist of the Term	Andy Goldsworthy		Steven Brown		Gustav Klimt	
Creating with Materials Skills	<p>To be able to express ideas and creates a structure with another child. DT</p> <p>To be able to identify an artist and what they do. ART</p> <p>To be able to ascribe meaning to things they have drawn, made or painted before the creative process. ART</p> <p>To mix colours to create green, orange and purple. ART</p> <p>To select the correct colour to represent what they are drawing or painting. ART</p> <p>To manipulate playdough and homemade doughs. – ART</p> <p>To begin to use a variety of tools to manipulate and change the shape of the playdough. ART</p> <p>To use junk modelling to create imaginative sculptures. ART</p> <p>To create imaginative drawings. ART</p>		<p>To be able to joins materials together using a variety of different methods. DT</p> <p>To be able to paint or draw a recognisable plant, selecting the correct colours. ART</p> <p>To use paint and painting equipment with increasing independence. ART</p> <p>To talk about the artwork of artists they observe. ART</p> <p>To say what they like about the Artwork of an artist. ART</p> <p>To use a variety of tools to manipulate and change the shape of the playdough. ART</p> <p>To use a variety of equipment and objects to make different types of lines. (e.g. brushes, twigs, cotton buds). ART</p> <p>To create imaginative drawings they can talk about in their own words. ART</p>		<p>To be able to plan how to make a representation of something using appropriate materials, then carry out their plan. DT</p> <p>To be able to paints a background colour around their painting. ART</p> <p>To say what they can see within the work and make links with their familiar world. ART</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To explore using different equipment for making lines, such as pens, felt tips, crayons and chalk.</p>	

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	<p>To use ready-made items for printing using paint. ART</p>		<p>To create closed shapes with continuous lines and begin to use these shapes to represent objects. ART</p> <p>To use pre-torn papers and fabrics to create simple collages to represent a range of things ART</p> <p>To use ready-made items for printing using paint. ART</p>			
<p>Creating with Materials Knowledge</p>	<p>Children will learn to verbalise ideas with another child to build structures in the construction area, linked to the topic. E.g. police station, fire station.</p> <p>Children will be able to listen to adults communicating what they are going to create.</p> <p>Children will learn which primary colours to mix to make secondary colours: Blue and red make purple. Yellow and red make orange. Blue and yellow make green.</p> <p>Children will learn to select life like colours when painting eg when painting a Tiger orange and black.</p> <p>Children will be able to name an artist that we have been learning about.</p> <p>Children will be able to manipulate playdough by squeezing, rolling, splatting.</p> <p>Children will know how to create a drawing using a pencil.</p> <p>Children will be able to use their fingers or hands to print using paint.</p>	<p>Children will verbalise what they are going to make prior to creating it.</p> <p>Children will know to mix primary colours to make secondary.</p> <p>Children will know to select life like colours during art-based work, such as green for a Christmas tree.</p> <p>Children will be able to manipulate playdough and change the shape of it, using a variety of tools (e.g. scissors, cutters).</p> <p>Children will be able to create imaginative sculptures using junk modelling, linked to our topic and children's interests.</p> <p>Children will know how to create a imaginative drawing using a pencil.</p> <p>Children will be able to use their fingers or hands to print in order to create an image.</p>	<p>Children will know how to draw a daffodil, using line drawing techniques with a pencil.</p> <p>Children will know how to mix powder paint using 'water, sponge, paint, mix'.</p> <p>Children will know how to use a paint brush to paint marks / pictures.</p> <p>Children will know how to manipulate playdough to create a representation of something.</p> <p>Children will be able to comment on the artwork of Artists.</p> <p>Children will be able to use different objects and tools to create lines.</p> <p>Children will know how to create an imaginative drawing using a pencil and/or coloured pencils and begin to talk about it.</p> <p>Children will know how to create closed shapes, using continuous lines.</p> <p>Children will know how to create a collage, using their joining skills.</p>	<p>Children will learn to join by t-d-1644244481-how-can-i-join-mat_ver_1.pdf (twinkl.co.uk)</p>  <p>Children will know how to mix paint and paint a picture, with increasing independence.</p> <p>Children will be able to comment on what they like about the artwork of an artist.</p> <p>Children will know how to use different objects and tools to create lines.</p> <p>Children will know how to create an imaginative drawing using a pencil and/or coloured pencils and be able to talk about it.</p> <p>Children will know how to represent objects, using their knowledge of creating closed shapes.</p> <p>Children will know how to create a collage, using a variety of materials to create</p>	<p>Children will learn how to sketch a design of what they will make.</p> <p>Children will learn to plan what resources they need to make the animals.</p> <p>Children will apply their joining techniques to make their creations.</p> <p>Children will know how to draw with increasing complexity, including details of the object (e.g. pupil in the eye).</p> <p>Children will know how to draw a line using a variety of tools.</p>	<p>Children will learn how to paint a background onto a painting of a sea creature.</p> <p>Children will know how to draw with increasing complexity and details of the object. (e.g. fins on a fish).</p> <p>Children will know how to create a variety of lines using a various tools and equipment.</p>

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			Children will know how to print using an increasing variety of objects, e.g. potato	a representation of an object. E.g. a tractor or farm animal. Children will know how to print using an increasing variety of objects, e.g. potato		
Being Imaginative and Expressive Skills	<p>To be able to sing 2 Nursery Rhymes (Au1)</p> <p>To respond to music with dance, body percussion and instruments (Au1)</p> <p>To perform to a small group (Au1)</p> <p>To be able to copy-clap the rhythm of phrases from songs. (Au1)</p> <p>To keep the beat of the song with a pitched note. (Au1)</p>	<p>To add actions to a story (Au2)</p> <p>To be able to sing 4 Nursery Rhymes (Au2)</p> <p>To be able to sing We wish you a merry Christmas (Au2)</p> <p>To be able to perform songs (Au2)</p> <p>To respond to music with dance and body percussion and instruments (Au2)</p> <p>To listen to music of various genres and begins to express how a piece of music makes them feel. (Au2)</p>	<p>To be able to sing 6 Nursery Rhymes (Sp1)</p> <p>To respond to music with dance, body percussion and instruments (Sp1)</p> <p>To be able to perform to a small group (Sp1)</p> <p>To explore high pitch and low pitch in the context of the songs. (Sp1)</p>	<p>To be able to sing 8 Nursery Rhymes (Sp2)</p> <p>To respond to music with dance, body percussion and instruments (Sp2)</p> <p>To be able to perform to a class (Sp2)</p> <p>To invent a pattern to go with a song using one note. (Sp2)</p>	<p>To be able to sing 10 Nursery Rhymes (Su1)</p> <p>To respond to music with dance, body percussion and instruments (Su1)</p> <p>To sing a new songs (Su1)</p> <p>To sing the pitch of a tone sung by another person. (Su1)</p> <p>To remember and sings 10 nursery rhymes. (Su1)</p> <p>To copy-clap 3 or 4 worded phrases from songs. (Su1)</p>	<p>To recount a narrative from a well-known story (Su2)</p> <p>To be able to sing a range of Nursery Rhymes (Su2)</p> <p>To respond to music with dance, body percussion and instruments (Su2)</p> <p>To copy-clap the rhythm of small phrases from songs. (Su2)</p> <p>To be able to explore melodic patterns using one or two notes. (Su2)</p> <p>To share music by performing (Su2)</p>
Being Imaginative and Expressive Knowledge	<p>To retell the Tiger Who Came To Tea.</p> <p>To know how to retell a story using actions.</p> <p>To know 2 Nursery Rhymes</p> <p>To know I can move to music in different ways</p> <p>I know to create sounds with my body</p>	<p>To know 4 Nursery Rhymes.</p> <p>To know how to retell a story using actions.</p> <p>I know We Wish you a Merry Christmas.</p> <p>To know how to sing in front of an audience.</p> <p>To know I can move to music in different ways.</p>	<p>To know 6 Nursery Rhymes</p> <p>To know how to retell a story using actions – linked to traditional tales.</p> <p>To know I can move to music in different ways</p> <p>I know to create sounds with my body – such as tapping my knees and clapping my hands.</p>	<p>To know 8 Nursery Rhymes</p> <p>To know I can move to music in different ways</p> <p>I know how to create sounds with my body – e.g. clapping my hands, stamping my feet.</p> <p>I know how to perform to a class.</p>	<p>To know 10 Nursery Rhymes</p> <p>To know I can move to music in different ways</p> <p>I know to create sounds with my body – e.g. clicking fingers and whistling.</p> <p>To know how to copy someone singing.</p>	<p>To know a range of Nursery Rhymes</p> <p>To know I can move to music in different ways</p> <p>I know to create sounds with my body</p>

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	I know how to perform to a small group	I know to create sounds with my body	I know how to perform to a school group e.g. small performances within our classes.			
Visits/Visitors	Dog's Trust in School. Visit from a Dentist	In school – Debutots – Diwali workshop. Visit to Church	Visit to the Library Forest School	Visit to Boston Park Farm Pastor Simpson – Easter Story The Big Talk.	African dancers in School.	Seaside day in school
Parent Workshops	Book bag launch – Reading workshop.	Read Write Inc/Bug Club workshop	Making Rossington – Expressive Art and Design stay and make.	Pastor Simpson – Messy Church Easter workshop.	Science stay and play.	Maths Workshop
Cultural Influence	Dolly Parton - Link to love for reading and Dolly's reading scheme.		Marcus Rashford Link to healthy eating and exercise.		David Attenborough Linked to animals and looking after our environment.	